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ABSTRACT

A multi-dimensional training program is being implemented in Pennsylvania to improve the quality of early childhood and child care programs. Training opportunities are provided for early childhood program and day care center staff, group and family home day care providers, and unregulated child care providers. The overall training plan is designed to offer a variety of training options and topics so staff can choose those most closely suited to their level of knowledge and experience. Training covers developmentally appropriate practice; health and safety; separation and loss; emergent literacy; intergenerational programming; observation and evaluation skills; administration of early childhood and child care programs; children's literature; use of community resources; working with parents; discipline; growth-promoting relationships; and interpersonal skills. This paper examines the following components of Pennsylvania's training program: (1) the coordinated system of training developed by the Louise Child Care Center for the western part of the state; (2) the Early Childhood Education Linkage System, a public-private partnership linking health professionals and early childhood programs; (3) a strategy for training legally unregulated child care providers in the central region of Pennsylvania; (4) a project to train older adults already working in child care occupations; (5) a program for home-based child day care providers; (6) the development of a before- and after-school child care program; and (7) a family-focused early intervention system. Information on early childhood education programs offered at Pennsylvania State University is attached. (AC)

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NATIONAL INSTITUTE FOR EARLY CHILDHOOD PROFESSIONAL DEVELOPMENT

"The Early Childhood Profession Coming Together"

Pennsylvania Early Childhood/Child Care Training System Model

Richard Fiene, Ph.D.

PS 020628

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PENNSYLVANIA EARLY CHILDHOOD/CHILD CARE TRAINING SYSTEM

RICHARD FIENE, Ph.D.
BUREAU OF CHILD DAY CARE SERVICES

Paper to be presented at the 1st Annual Conference of the National Institute for Early Childhood Professional Development, Los Angeles, California, June 3-6, 1992.

INTRODUCTION

The purpose of this paper is to outline the training initiative undertaken by the Bureau of Child Day Care Services in the Commonwealth of Pennsylvania. Conceptually, the training system is based upon the seminal work of Gwen Morgan and her colleagues at the Center for Career Development in Early Care and Education, Wheelock College. The funding catalyst for the Pennsylvania Early Childhood/Child Care Training System is the Child Care and Development Block Grant Program Quality Dollars. Pennsylvania has made training a major initiative in attempting to improve the quality of early childhood and child care programs throughout the State. This paper will describe the multi-dimensional model proposed and being implemented in Pennsylvania.

Training opportunities are being designed in the following:

1. Early childhood/child day care center staff
2. Group day care home providers
3. Family day care home providers
4. Unregulated child care providers

The training opportunities will be provided on the following topics:

1. Developmentally appropriate practice
2. Health and safety
3. Separation and loss
4. Emergent literacy
5. Intergenerational model

6. Observation and evaluation skills
7. Administration of early childhood/child care programs
8. Children's literature
9. Use of community resources and working with parents
10. Discipline, growth promoting relationship and interpersonal skills

The following sections provide more detailed information regarding the above target audiences and training topics.

I. A Plan for a Coordinated System of Training

Louise Child Care, Pittsburgh, Pennsylvania has received a grant from the Pennsylvania Department of Welfare to develop a new training system which gradually expands training opportunities for all day care center staff, including supervisors and administrators. The grant extends for an 18-month period beginning in the spring of 1992 and will facilitate meeting the six hours of training required by the new State regulations.

The overall Training Plan is designed to offer a variety of training options and topics so staff can choose those most closely suited to their needs.

Activities have been organized around these objectives:

- To conduct, on an average, three child care training workshops in every county in the Western Region within six months of the contract date, or a total of 135 workshops.

- To conduct extensive marketing programs to make every child day care center aware of the training program and which includes a follow-up process to insure attendance.

- To distribute resource material - tapes and booklets on each topic presented at regional training sessions for the attendees to study and share with other staff at their centers.

Content would be organized around the following topics:

- Child Development
- Health Care and Hygiene
- Developing Appropriate Practice and Observation Skills
- Administration of Early Childhood/Child Care Programs
- Discipline, Growth Promoting Relationships and Interpersonal Skills
- Use of Community Resources and Working with Parents
- Emergent Literacy, Children's Literature and Sociodramatic Play

Phases. Content would be developed in several phases, aimed at providing information to those most in need of it, or those functioning in positions for which they might not have the appropriate credentials. Training in the **first phase** would focus on those topics with broad appeal and need: Child Development, Discipline, Sociodramatic Play, and Literacy. This content will enable staff to play and interact with children in growth promoting ways. Play and literacy link strongly with school success and will be included in this first phase.

In the **second phase** all other topics will be available including additional ones related to child development issues. The **third phase** would focus on organized course content delivered over a period longer than one training session. Topics would continue to be expanded.

Levels. While topics would remain the same, the content would be developed to meet the changing needs of staff with different levels of knowledge and experience, and who are in different stages of professional development. Katz, for example, cites four stages of teacher development, each stage requiring different kinds of information about children and practices.

Training content at the **entry level** would focus on skills, and include practical information that trainees could use immediately in their child-care work. Planning activities and managing behavior would be central at this level.

Staff with some experience and a knowledge base in child development would be able to choose workshops that attempt to provide integration of knowledge and practice. While content at this **intermediate level** would remain practice-centered, it would be closely linked to the principles underlying such practices.

At the **advanced level** staff would be able to have training that focused on adaptation of information, and application of information to specific situations.

The training plan is designed to provide an **articulated system** of training so that one level builds on another, and all training leads to some recognized outcome: Child Development Units (NAEYC), Continuing Education Units, Child Development Associate Credential, and college courses (as resources are available). If trainees do not attend sufficient training sessions to qualify for any of the above, they will receive Certificates of Attendance. It is thought that this system of targeting content to need, along with a visible career ladder possibility, will create excitement with workers such that they feel more competent, take advantage of advancement opportunities, and remain in the field. (See Attachment #1 for a university-based example.)

Staff priorities. This training plan would allocate resources by establishing a system of priorities that target first those staff with the least amount of training. The priorities are:

- **First priority** would be given to assistant teachers, teachers' aides, and others new to the Child Care Profession, and who have little or no training in Child Development and Early Childhood Education.

- **Second priority** would consider child care workers who have some training, or who are working on their Child Development Associate Credential. This group would most likely consist of group supervisors/teachers and assistant teachers.

- **Third priority** would be given to staff with appropriate credentials, staff seeking higher degrees and advancement in their profession, and staff with supervisory responsibilty. It is assumed that administrators and supervisors would be included in this category along with group supervisors/teachers.

Although a variety of training approaches will be used, the training plan will revolve around the following methods:

- **Self study** through the use of printed and audio-visual materials, and meetings with the trainer at the mid-point and end of the course sequence;

- **Trainer workshops** with typical format such as: lecturettes, case studies, demonstration and practice, experiential tasks, and simulations and role play;

- **Conferences and seminars** on specific issues such as infant/toddler or school-age care. Experts in the field would be used as information generators and motivators;

One of the major concerns of any training plan is the implementation of training content once trainees return to the work setting. This design includes these methods to facilitate transfer and application of learned material;

- **Audio and video tapes** would be utilized as reinforcers. These materials would include information presented in the workshops, and might be actual recordings of the training sessions;

- **Relevant print materials** with pithy summaries of workshops or workshop related materials would be distributed, along with charts or graphs depicting the concepts covered in training. Louise Child Care has been developing such materials over the past ten years, and will continue to do so under this training plan. Materials prepared by trainer subcontractors will also be used;

- **Directed practice** would be provided by arranging for staff to work along side seasoned caregivers demonstrating exemplary practices (Fiene, Williams and Lesniak, Pennsylvania Child Care Training Needs Survey, 1989);

- **Mentor-type arrangements** would be explored for feasibility as a training method. Other areas of the country have used Mentors with success, in mostly heavily populated areas. Use of this method in more rural areas will be explored, but limited use might be expected.

To maximize the training resources available in Western Pennsylvania, a system of recruitment of trainers will be put into place to deliver training to a wider geographical area. Individuals who are candidates to become trainers will be identified through a network of professional organizations such as the Pennsylvania Association for the Education of Young Children, community colleges, four year colleges and universities, and other community organizations.

Once trainers are selected they will enter into a contractual arrangement with Louise Child Care to deliver workshops, courses, or seminars, or to provide on-site demonstrations or technical assistance. Specifics of any individual training plan would be developed in collaboration with Louise Child Care, trainer subcontractors, and agency administrators and staff. Attention would be given to the consistency of content and methods used in the various presentations. It is anticipated the trainers would be ready to begin the first phase training the second month of the contract.

II. Early Childhood Education Linkage System (ECELS)

For two years, the Pennsylvania Chapter of the American Academy of Pediatrics (AAP) has operated the Early Childhood Education Linkage System (ECELS). ECELS is a unique public/private partnership designed and run by AAP to improve the quality of health and safety in early childhood programs. ECELS targets key points of impact for quality improvement. (See Figure 1, Improvement Model). Activities include health professional consultation, training, and technical assistance to induce positive change. The project staff work closely with the Governor's Office, the Pennsylvania Department of Health, Pennsylvania Department of Public Welfare, Pennsylvania Department of Education, Region III Head Start Program, the U. S. Public Health Service, early childhood education and health professionals. In the third and final year of funding of ECELS by demonstration grants, the Pennsylvania AAP will be requesting support for the project from the Pennsylvania Department of Public Welfare as part of the quality improvement activities of the Child Care and Development Block Grant.

About a quarter of Pennsylvania's young children attend private and public early childhood programs in Pennsylvania. The early childhood programs targeted by ECELS include more than 9,000 Head Start programs, child care centers, family day care homes, group homes, and nursery schools. Statewide data on these programs are summarized in Table 1.

ECELS links health professionals and early childhood programs. The computer registry of health professional consultants maintained by ECELS lists more than 700 experts in pediatrics, public health, dentistry, mental health, and nutrition who are willing to work with local early childhood programs. (See Table 2, ECELS Health Consultant Registry.) In addition, ECELS offers an 800 telephone line where early childhood program staff can

call for advice about health and safety issues. Early childhood staff and trainers can borrow films and videos from ECELS at no charge. In cooperation with the Pennsylvania Department of Health, the project distributes a quarterly newsletter, Health Link, to all licensed or registered Pennsylvania early childhood programs.

Beginning in 1990, ECELS organized a sample of 148 randomly-selected early childhood programs to study whether having a nurse consultant improves program performance. Programs from 31 (of 67) counties and 106 nurses participated in the study. Most of the nurses who received training from the AAP are public health and school health nurses. Others work in private and adademic settings. Performance data submitted by early childhood programs are the basis for a custom-computer profile prepared by Pennsylvania State University researchers. The custom-computer profile identifies targets for change for the programs and their nurse-consultants. ECELS links each nurse-consultant with a local child-health physician as a back-up source of advice.

Since January, 1990, ECELS has taught 143 nurses to be health consultants. So far, ECELS has linked 154 early childhood programs with nurse-consultants. With the help of a statewide advisory committee, the project uses pooled performance data from early childhood programs to identify common problems and solutions. During 1991, the areas targeted were: immunization, child care and food service staff training, model health policies, playground safety, traffic and firesafety education, and dental health.

During 1991-92, ECELS arranged for training of food service workers. ECELS also taught Pennsylvania child care licensing inspectors how to check children's immunization records. Many early childhood programs have no written health policies. Responding to this gap, ECELS developed a model "fill-in-the-blank" set of center health policies.

In a little over two years of operation, ECELS has handled 5,172 calls on the 800 line, filled 1,686 requests for technical assistance and 524 requests to borrow videotapes and other educational materials. In 1991 alone, the staff of ECELS handled 983 requests for technical assistance (some of which also involved sending out materials), 321 requests to borrow audio-visual materials, and 433 requests for print materials not associated with a request for consultation. (See Figure 2, Technical Assistance (1990-91)

During 1991, ECELS arranged for training and certification for 30 nurses as American Red Cross (ARC) Child Care Course Instructors. Using grant funds, ECELS arranged for 1,110 units of ARC caregiver training statewide. ECELS also helped local ARC chapters plan for continued delivery of the ARC Child Care Course.

An analysis of data collected in 1990 and 1991 on the quality of child care is underway. These data will measure the impact of the activities of ECELS and identify targets for future work.

III. Legally Unregulated Child Care Providers

Dramatic changes have occurred in the American family over the last 20 years. Between 1970 and 1990, the proportion of mothers nationally with children under age six who were working or looking for work outside their homes rose from 32 percent to 58 percent (National Commission on Children, 1991). The highest increase in the rate of labor force participation was in women with children under three years old. More than 66 percent of married mothers are now working or looking for work outside their homes (U. S. Bureau of Labor Statistics, 1990).

Trends of working women in Pennsylvania follow those of women across the nation. From 1978-1988, the number of working women in Pennsylvania's labor force rose 21 percent (Children's Defense Fund, 1990).

Where are the children while their mothers are at work? Child care in the United States is provided by a diverse array for formal and informal arrangements. In 1988, over 60 percent of all working women chose care outside of their homes for children for under age five. The rest chose care in their homes or had other arrangements (U. S. Department of Labor, Census Bureau, 1988).

A 1989 study of child care in rural Pennsylvania found that 54 percent of the nearly 4,000 children in the study were cared for outside their homes while their parent(s) worked (Van Horn, Beierlein, and Horning, 1989). The study also noted that 49 percent of the children were cared for by relatives; 35 percent received care from nonrelatives; 7 percent went to a child care center; and 5 percent cared for themselves.

More than ten million children younger than age six (51 percent) now have mothers who work outside the home. By 1995, two-thirds of all preschoolers and four out of five school-age children will have mothers in the labor force (Children's Defense Fund, 1990).

Good quality child care is essential to meet the needs of children and working parents. Research has shown that high-quality child care programs can effectively support the social and intellectual development of all children (National Commission on Children, 1991). However, the quality of child care varies among all kinds of programs and arrangements. Certain characteristics are indicative of quality child care, including: provider training, provider-child interactions, teaching and learning styles, child-staff ratio, and group size (National Commission on Children, 1991).

A study of child care in seven rural Pennsylvania counties found that 84 percent of the child care was provided in private homes. Child care centers accounted for only 7 percent of the child care for the nearly 4,000 children in the study who were receiving care (Van Horn, Beierlein, and Horning, 1989).

Some parents choose care in private homes (family day care homes) because they want their children to be cared for in a homelike setting. Others seek child care providers whose values are most like their own. Some parents choose family day care because it is generally less expensive than formal child care centers.

Family day care providers are less likely than center staff to be trained or licensed (National Commission on Children, 1991).

The 1989 study of child care in Pennsylvania identified that family day care providers were much like the parents of the children in their care. They are likely to be relatives or neighbors who live in the same neighborhood and prefer to work at home. Family day care providers were found to have little or no training appropriate to child caregiving. Their job is merely an extension of their own child-rearing activities to children beyond their own family (Van Horn, Beierlein, and Horning, 1989).

Family day care providers frequently provide care for fewer than three children or for relatives, so they are not required to be registered by the State of Pennsylvania. Legally unregistered child care providers do not have training and support services available to them. They do not have opportunities to learn how to provide quality care or how to run their home as a small business. They are providing a valuable and necessary service, yet do so with little or no assistance.

Thousands of Pennsylvania children may be placed each day into a situation potentially filled with risks. There are no measures to safeguard the basic safety of young children. Often child care providers, without any bad intent, create situations or environments that are unsafe. These thousands of children are at risk each day either because their providers do not know how to provide a stimulating environment and program and/or are placed in a dangerous environment.

Improving the quality of child care hinges on improving the quality and stability of child care providers (National Commission on Children, 1991). Family day care providers need the education and support necessary to provide quality child care.

The large increase of mothers entering the labor force over the last 20 years has created changes in the American family. The "All-American" family of working father and stay-at-home mother has been replaced by working parent(s) and children in a child care setting.

Many parents choose to place their children in informal child care arrangements in private homes. Child care providers in these settings are often unregulated, with little or no training appropriate to caring for children. The quality of child care in these homes is uncertain.

This project seeks to initiate the development and design of a strategy to reach legally unregulated child care providers in the central region of Pennsylvania. The development of appropriate training programs and educational learn-at-home materials will be initiated, utilizing the Penn State Cooperative Extension network.

IV. Generations Together

The need to train older adults already working in child care centers is growing in Pennsylvania as it is throughout the United States. Contributing to this need are:

- the increasing demand for quality child care;
- the expanding population of older adults in the child care work force;
- the need for trained, entry-level child care workers; and
- older adults' interest in career advancement opportunities.

As more and more women enter the work force, Americans are increasingly demanding quality child care. From 1977 to 1985, the number of working mothers with children under five increased by 67 percent. Moreover, the number of these mothers placing their children in child care centers more than doubled (Neugebauer, 1989). Fifty-two percent of women with children under three now work outside the home (Newsweek, 1988). The demand will increase further -- in 1995 two-thirds of all preschool children will have mothers in the work force (Goffin, 1988). Unfortunately, paralleling this expanding need for child care is a growing shortage of child care workers, brought on, in part, by the smaller number of people age 18 to 24, the group from which entry-level child care workers have traditionally come.

A growing source of committed, trained child care workers is the increasing number of Americans over 55 (New York Times, 1987). This group of persons now numbers over 30 million and will increase rapidly in the next century. In fact, if current fertility and immigration levels remain stable, the only age groups to grow significantly in the next century will be those over 55 (American Association of Retired Persons, 1988).

Child care employment offers unique social and emotional benefits to older adults, in addition to needed income, and the number of adults age 55 and over in the field is already increasing. Older workers 55 and over represent 25 percent of family day care providers, 13 percent of the staff at child care centers, and 6 percent of the staff in preschool (Collins, 1987). In fact, experts now say that the need for older workers is growing, partly because older adults tend to work in expanding fields such as services, including child care (Freedman, 1990).

Organizations such as the National Association for the Education of Young Children (NAEYC) recognize the link between training and the quality of care. In their guidelines for parental assessment of child care centers, NAEYC emphasizes that parents look for centers where staff turnover is low and where, as the result of special training, staff members understand child development (Changing Times, 1988). Unfortunately, staff shortages and turnover, and the lack of available training, have resulted in the employment of caregivers, especially at entry levels, who have no formal training in basic child care skills and theory. As a field moving towards professionalism, child care requires that practitioners be able to develop from entry level to more advanced work. Older adults, like workers of any age, need to have an opportunity to develop career ladders.

All of these needs occur at a time when effective solutions to societal problems increasingly appear to come from partnerships, through decentralized services to local communities, and with a renewed emphasis on the building of local or neighborhood capacity to respond to both family and economic development issues.

This project will demonstrate a unique partnership between the Pennsylvania child care and aging network systems and the Pennsylvania Department of Public Welfare. The partnership will mean that eligibility for participation in the training will be flexible and will include older adults from several income groups. Recruiting literature and activities will not portray this project as exclusively a "low-income" training program. However, because of the economic demographics of Pennsylvania's older adults, we estimate that approximately 50 percent of the participants will be recruited from local Senior Employment (Title V) Programs.

The Child Development Associate (CDA) training process is designed to provide career advancement opportunities for entry-level child care personnel. It combines on-the-job training with formal academic instruction, and leads to a nationally-recognized credential from the Council for Early Childhood Professional Recognition. The CDA certificate represents an alternative to formal college instruction and provides access to the child care career ladder. In Pennsylvania, CDA training tuition assistance is available from Keystone University.

V. Training Program for Home-Based Child Day Care Providers

Utilizing the new federal funds designated for the training of child day care providers the following activities will be completed:

- Conduct an informational campaign for the purpose of familiarizing home-based child day care workers of the new State regulations for child day care. This informational campaign will be accomplished by:
  - * A front page article in The Provider newsletter that highlights the changes in the regulations as they affect home-based care providers.
  - * A series (3-4) of "postcards" mailed directly to home-based care providers throughout the Commonwealth; each of these postcards will highlight one specific change in the regulations as it affects home-based care providers.
  - * The development and mailing of a 15-minute video to all home-based care providers throughout the Commonwealth; this video will present the information in a visual format about the new child care regulations as they affect home-based child care providers.

- Participate in a statewide advisory committee whose purpose will be to provide input into a coordinated child day care training program for center-based and home-based child care workers.

- Develop a training curriculum for home-based child care providers that will be used over the next fiscal year for the implementation of specific training events and the development of other training modalities (e.g., correspondence credit courses).

- Develop and implement at least one series of training events for home-based child care providers in six different sites throughout the Commonwealth; these first training events will be in the format of a four- to six-hour workshop that relates to the business or managerial aspects of operating a home-based care facility.

- Begin the planning of other training events and the development of other training resources (e.g. videos and accompanying training guides) for home-based child care workers.

- Develop computerized data base for maintaining information on each registered home-based child care provider throughout the Commonwealth; this data base will keep track of the training completed by the child care provider. This data base can be accessed by the State to determine if the six-hour yearly training requirement has been met by the child care provider as mandated by the new State regulations.

VI. Before- and After-School Child Care Pogram

For a number of years, parents of school-age children have expressed a need for additional quality child care before and after the school day, over holidays and during the summer. The Pennsylvania Department of Welfare has provided some school-age child care through special funding administered by four regional agencies, each oriented to a different community service

capability. However, in most cases, the School-Age Child Care (SACC) service has been affiliated with a school. Information obtained for the child care survey administered by the Education Early Childhood and Family Task Force indicated that in 1990, 120 of the 501 school districts (23 percent) are closely affiliated with SACC. The Governor's Model Child Care funds, administered by the Department of Education, enabled more schools to be drawn into a direct on-site provision of year-round child care for school-age children. If any future form of SACC is established, the most appropriate affiliation/site is the school. It is a logical extension of the use of the physical plant and reinforces the educational, social, cultural, emotional, and recreational development of children evident in quality public school early childhood and elementary programs.

Of significant note is Pennsylvania legislation, signed into law in 1990 by the Governor, which clarifies for school districts the physical plant/child care site regulations for before- and after-school care. If a SACC program is to be placed in a school, the physical plant regulations for licensing as a child care site are waived since the building is approved as a school. This legislation is viewed as enabling school districts to reduce the paperwork and physical plant modification which hindered school district commitment to SACC.

Taken as a whole, the Department of Public Welfare special SACC funding, the Governor's Model Child Care Program, the publication of the "how to establish" a SACC program publication School Connection, and the SACC school site legislation have come together into a system capable of administering the Act's before- and after-school component. Regional workshops and conferences are being held on a regular basis dealing with topics such as: building partnerships with parents; ideas in space design; inservice training for staff in school-age programs; and administrative resources.

VII. Family Focused Early Intervention System

The Family Focused Early Intervention System will be an interagency training and technical assistance venture which includes the Pennsylvania Department of Education (PDE), Bureau of Special Education (BSE) and the Department of Public Welfare (DPW), Office of Mental Retardation (OMR). Early Intervention Services System (Act 212) training dollars will be used to train those planning, coordinating and providing services to implement Pennsylvania's system of early intervention services.

The goal is the implementation of comprehensive early intervention services in Pennsylvania based on three principles: Family Centered Early Intervention, Inclusion, and Best Practices in Early Intervention. Local communities will be provided technical assistance and resources to assist them in establishing priorities and need in relation to meeting this goal. Although the final delivery model may vary among the communities in the Commonwealth, all programs will be based on the same principles. Training will be provided in the context of early childhood and early intervention services in a specific community and will allow for variances in an individual community's structure. Those structures may include but are not limited to child care, nursery school and preschool programs, Head Start programs, school district early childhood programs, early intervention services, regardless of service environment, county mental retardation case management staff, and other local entities serving young children and their families. Training will be site-based and will focus on family-centered models of service delivery that enable the family to access required services.

The Director of the Statewide Support Initiative for Early Intervention will be responsible for overseeing the design and implementation of the Family Focused Early Intervention Plan throughout the Commonwealth.

A Project Advisory Board, established to lend programmatic support, will include two representatives each from the BSE and OMR, one representative from the Department of Public Health (DPH), and two parents. The Board will be chaired by the Project Director. The Director will work through the Instructional Support System of Pennsylvania (ISSP) and administratively report to the Director of BSE.

Conclusion

This paper provides an overview to the Pennsylvania Early Childhood/Child Care Training System Model. The model developed and refined for the past 15 years by Aronson and Fiene (see Figure 1) is an unique approach that links program monitoring and evaluation with training. This latest version is the most ambitious attempt at a comprehensive statewide coordinating intervention. It is also being utilized at the university level (see Attachment #1) to help guide the conceptual development and implementation of this university-based fully articulated early childhood program.

FIGURE I

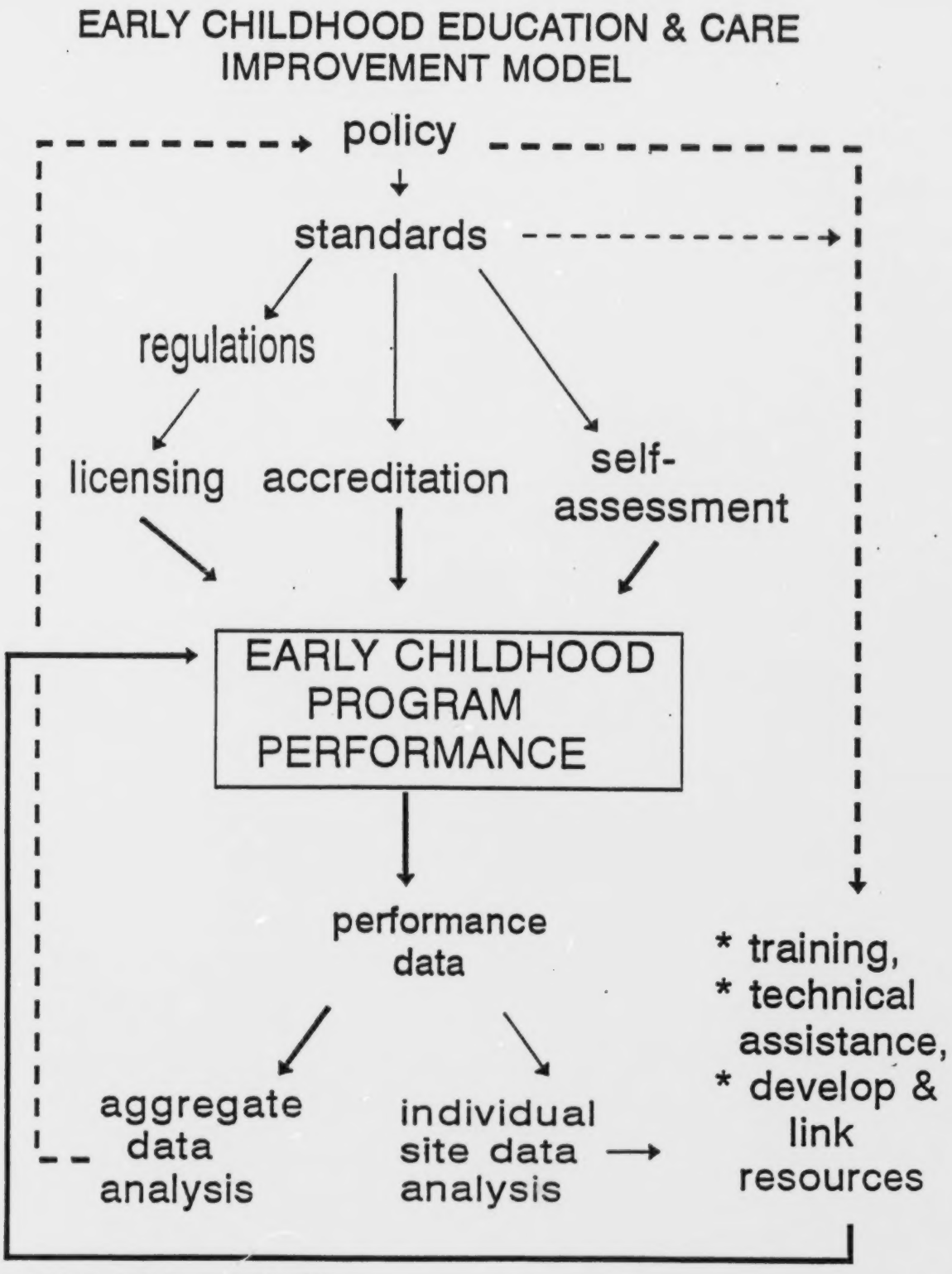

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TABLE I

PA EARLY CHILDHOOD EDUCATION & CHILD CARE PROGRAMS[1]

	children	facilities
PA population under the age of five (estimate)	770,000	
DPW regulated child (day) care facilities [2]		
day care centers		2,708
group day care homes		529
registered family day care homes		5,725
approximate number of children served	200,000	
Early intervention programs		
DPW regulated programs		86
children served by DPW programs[3]	9,596	
PDE regulated programs		
children served by PDE programs	14,839	
PDE regulated early childhood programs		
private nurseries and kindergartens (ex.parochial)		802
approximate number of children served[4]	24,000	
public school programs for 4 year old children (Pre-School, Child Care)(see also Head Start below)		24
approximate number of children served	6,000	
Head Start		
number of PA grantees/sites includes 3 school districts		56/60
approximate number of children served	21,000	
PA preschool population in regulated care (approx.)	272,600	
Estimated % of PA preschool population in regulated care	35%	

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[1] Data are from 2/27/92 memo from Beth Beh, Advisor to the Governor on Child Care Policy, 3/6/91 personal communications from HHS Region III USPHS, DPW Office of MHMR, PDE Early Childhood Office. Figures have been adjusted where possible to exclude known overlapping populations. Further corrections expected.

[2] DPW data as of 12/91. Centers service 13 or more children; group day care homes serve 7-12 children with at least 2 caregivers in a facility that is also someone's residence; family day care homes serve 6 or fewer children with one caregiver who provides care in her home.

[3] 6,910 children 0-2 years of age; 2,686 children 3-5 years of age. Some are served in centers, others are home-based.

[4] estimated to include at least 30 children per facility. Parochial nurseries are not regulated.

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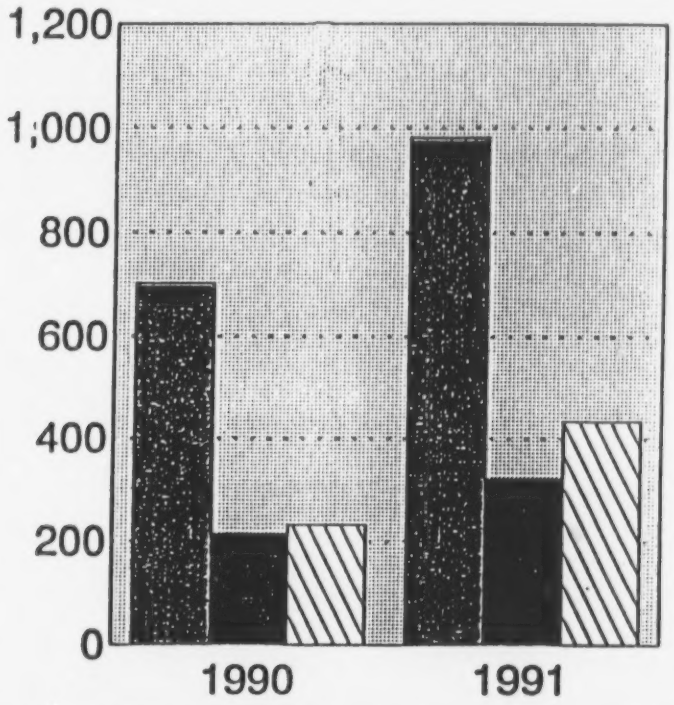
TABLE 2

ECELS Health Consultant Registry
February, 1992

Role	Number
Pediatricians	180
Dentists	20
Family Practice Physicians	21
Nurses (school, PHN, PNP)	308
Nutritionists	59
Mental Health/Early Child. Professionals	51
Health Educators	3
Community Health Agencies	31
Pediatric Subspecialists	16
Dental Hygienists	6
Optometrists	6
TOTAL	701

FIGURE 2

Technical Assistance - 1990/1991



TYPES OF ENCOUNTERS

- consultation
- audio-visuals
- print material only

ENCOUNTERS:	1990	1991
consultation	703	983
audio-visuals	214	321
print material only	231	433

Source: Early Childhood Education Linkage System (ECELS) of the PA Chapter, American Academy of Pediatrics, 610 Old Lancaster Road, The Dayton Building, Suite #220, Bryn Mawr, PA 19010. (215) 520-9125 February, 1992

25

Attachment # 1

25th Anniversary!
PENNSTATE Harrisburg
1855

EARLY CHILDHOOD EDUCATION PROGRAMS

M.Ed. in Teaching and Curriculum
Specialty in Early Childhood Education

B.A. in Elementary Education
Concentration in Early Childhood Education

Early Childhood Education Certificate Program for Child Care Professionals
Credit Program

Certificate Program for Child Services Personnel
Credit Program

American Red Cross Child Care Course
Credit Program

Certificate Program for Child Care Center Personnel
Workshop Program

Certificate Program for Home-Based Child Care Providers
Workshop Program

Certificate Program for School-Age Child Care Personnel
Workshop Program

General Information

The Early Childhood Education Program at Penn State Harrisburg is a new specialty program designed to prepare students for teaching in kindergarten, the primary elementary grades (grades 1–2), early childhood, nursery schools, and child care programs. A sequence of courses, both at the graduate and undergraduate levels, is being offered to provide the necessary child development/early childhood knowledge base for teaching young children.

The Early Childhood Education Specialty can be attained in three ways: 1) through the Elementary Education major at the undergraduate level, 2) through the Teaching and Curriculum major at the graduate level, or 3) through Continuing Education as a certificate program.

EARLY CHILDHOOD EDUCATION PROGRAM PHILOSOPHY

Early childhood programs have been increasing rapidly in the past ten years. As their availability has increased, there is concern over the quality of the programs. The Early Childhood Education Program at Penn State Harrisburg has been designed in direct response to this concern.

The Early Childhood Education Program applies the standards of various national accreditation systems to a formal course sequence that is based on high-quality early education programs. The conceptual framework that guides the Penn State Harrisburg program is one that attempts to create for a child a consistent and constant high-quality early childhood/child-care setting.

This program is designed to provide a progressive educational experience that leads the student to an early childhood education specialty based upon the child development associate assessment competencies.

EARLY CHILDHOOD RESEARCH AND EVALUATION PROJECTS

The mission of the Early Childhood Research and Evaluation Projects (ECREP) office is to improve the quality of early childhood and child-care programs through a research, program evaluation, teaching, and training agenda.

Presently the ECREP has obtained several research and evaluation grants and contracts to support the research and program evaluation mission. The teaching and training mission is being developed in the Behavioral Science and Education Division within the Early Childhood Education Specialty Program.

Opportunities for both undergraduate and graduate student involvement in research projects of national significance provide students with broad experience and knowledge of research and evaluation in early childhood settings.

The Early Childhood Education Programs provide a continuum on the career ladder as proposed by the National Association for the Education of Young Children. Students will have the opportunity to meet the requirements that range from a family day care home provider (entry-level, pre-professional) to an early childhood administrator (master's degree professional).

NAEYC Programs	Family Day Care Home Provider	Early Childhood Aide/Assistant Teacher	Early Childhood Teacher	Early Childhood Director/Head Teacher	Early Childhood Administrator
Certificate Program for Home-Based Child Care Providers	X				
Certificate Program for School-Age Child Care Personnel	X	X			
American Red Cross Child Care Course	X	X	X	X	X
Certificate Program for Child Care Center Personnel		X			
Early Childhood Education Certificate Program for Child Care Professionals			X		
B.A. in Elementary Education, Specialty in Early Childhood Education				X	
M.Ed. in Teaching and Curriculum, Specialty in Early Childhood Education					X

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M.Ed. in Teaching and Curriculum • B.A. in Elementary Education

Credit Programs

OVERVIEW

The Early Childhood Education Speciality will prepare students for the additional requirements of PL 99-447—the Individuals with Disabilities Education Act (IDEA). The early childhood course sequence will provide the student with the necessary information to meet the standards of this act. Courses deal with typical child development from birth to eight years of age, and the impact of atypical child development on cognitive, psychosocial, sensory, communication, and neuro-motor development. The student will learn about community resources, social service systems, health and safety risks, observational techniques, assessment techniques (standardized and non-standardized measures), early childhood skill sequencing and programming strategies, and creating learning environments that are developmentally appropriate.

Students enrolled in the Early Childhood Education Speciality will have the opportunity to work with nationally known early childhood researchers in the Early Childhood Research and Evaluation Projects office at Penn State Harrisburg. This is a new office investigating ways to improve the quality of early childhood through a research, program evaluation, teaching, and training multi-dimensional model. A Summer Institute in Early Childhood Program Evaluation is planned.

Students will also have opportunities to observe and participate in the child care center on campus. These observations will be tied directly to classroom instruction and will give the student the requisite knowledge base for setting up early childhood and child care programs in their school district or on an independent basis. Field placements and student teaching will be arranged in local early childhood programs.

COURSES

The courses for the Early Childhood Education Speciality in the Elementary Education (Undergraduate Program) and Teaching and Curriculum (Graduate Program) majors are:

EDUC 401 Early Childhood Education (3 credits)
Provides an overview of early childhood education as it relates to kindergarten, nursery schools, child care, early childhood programs, and the primary elementary grades.

EDUC 402 Language Development, Self-Expression, and Literature in Early Childhood Education (3 credits)
Examines the development of language and self-expression in young children, and the role of children's literature in facilitating this development.

EDUC 403 Curriculum for Early Childhood (3 credits)
Examines developmentally appropriate curricular practices for the primary grades, kindergarten programs, and preschool programs.

EDUC 404 Young Children's Behavior: Observation and Evaluation (3 credits))
Focuses on observation, recording, and evaluation of student behaviors, and the use of prescriptive techniques to accommodate early childhood students with special needs.

EDUC 405 Early Childhood Education: Infancy and Toddlerhood (3 credits)
Explores models of infant development, with a focus on the first three years of life; cognitive, and socio-emotional milestones will be analyzed.

EDUC 408 Administration of Early Childhood Programs (3 credits)
Focuses on the role of the early childhood administrator as it relates to regulations, staffing, management, program evaluation, funding, and curriculum.

EDUC 410 The Child and Social Institutions (3 credits)
Examines the effects of the family, community resources, and other social institutions on a child's development from birth to age eight.

EDUC 495 Early Childhood and Child Care Center Internship (3 credits)
Provides opportunities to observe and participate in the day-to-day activities of the campus early childhood/child care center.

COURSE SCHEDULE

The undergraduate and graduate courses are generally offered in the late afternoons and evenings during the fall, spring, and summer semesters. The certificate programs are offered on Saturdays and evenings. Students having difficulty with scheduling should contact the Academic Coordinator for the Early Childhood Education Programs to make special arrangements for independent study.

The course schedule will be published each semester in the Penn State Harrisburg Semester Schedule. To obtain a copy of the schedule, please call the Records Office at (717) 948-6020.

Students interested in the B.A. or M.Ed. degree programs should contact Dr. Richard Fiene, the academic coordinator for early childhood education programs, at (717) 948-6209.

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Early Childhood Education Certificate Program for Child Care Professionals

Credit Program

OVERVIEW

In response to the concern over the quality of early childhood programs, the National Association for the Education of Young Children (NAEYC) has established and implemented the National Academy of Early Childhood Programs that maintains a national voluntary accreditation system in which early childhood and child care programs can attain accreditation.

This certificate program blends the accreditation and evaluative aspects of the National Academy of Early Childhood Programs with six 1-credit courses that identify the key indicators of a high-quality child care and early childhood program (i.e., interactions between teachers and children, curriculum, nutrition, staff qualifications, administration, health, physical environment, nutrition, parent involvement, and evaluation).

FOR WHOM

This certificate program is designed for the early childhood teacher, early childhood administrator, group supervisor, assistant group supervisor, aide who is interested in qualifying for assistant group supervisor, and director of child care/early childhood programs. Early childhood/day care program monitors, licensors, evaluators, and other individuals who want to learn about assessing and evaluating child care/early childhood programs will also find this program useful in their professional development.

CERTIFICATE OF COMPLETION

The certificate program is designed to provide a progressive educational experience that leads to a formal Penn State certificate. The certificate will be awarded upon the satisfactory completion of all six 1-credit early childhood education (ECED) courses. If taken in sequence, a student can earn the certificate in a year. However, since each course is designed to be self-contained, students may elect to choose courses that meet their particular needs or requirements. A maximum of two equivalent courses from other institutions will be reviewed for acceptance by the Academic Coordinator for Early Childhood Education Programs in lieu of ECED courses.

FACULTY

Dr. Richard Fiene is the instructor for this program. Dr. Fiene is an affiliate professor of early childhood education in the Behavioral Science and Education Division and associate director of the Early Childhood Research and Evaluation Projects office at Penn State Harrisburg. He has served as a national commissioner for the Academy of Early Childhood Programs, Washington, D.C.; National Advisory committee member for the National Child Welfare Resource Center; and past-president of the Pennsylvania Psychological Association's Community Division. Dr. Fiene has taught graduate and undergraduate early childhood education courses at several universities in New York, North Carolina, and Pennsylvania. He has directed several national early childhood projects; has been an early childhood consultant at the state, national, and international levels; and has been a reviewer for several early childhood/child care journals.

Dr. Fiene has published several major publications, including two books dealing with program evaluation of early childhood programs. Dr. Fiene has a Ph.D. (Newport, 1978), an M.A. (Stony Brook, 1973), and a B.A. (Stony Brook, 1971—New York Regents Scholar) in psychology and early childhood education.

COURSES

ECED 331 Introduction to Early Childhood
Provides an overview to early childhood education as it relates to nursery schools, child care, and early childhood programs.

EDUC 497A Early Childhood Program Evaluation
Focuses on the latest developments in the evaluation of early childhood and child care programs.

EDUC 497B Early Childhood Curriculum
Examines developmentally appropriate practices for early childhood and child care programs.

EDUC 497C Parent and Staff Communications
Examines the interactions of family and staff on a child's development from birth to age eight.

EDUC 497D Infant and Toddler Program
Explores the latest research and training models for infant caregivers.

EDUC 497E Early Childhood Program Administration
Focuses on the role of the early childhood administrator regarding regulations, staffing, management, program evaluation, funding, and curriculum.

COURSE SCHEDULE

The course schedule will be published each semester in the Penn State Harrisburg Semester Schedule. To obtain a copy of the schedule, please call the Records Office at (717) 948-6020.

Certificate Program for Child Services Personnel

Designed to improve the quality of planned programs for children in community settings, this certificate program provides individuals with theory, practice, and skills training in individual development and family studies. It seeks to provide those currently working in the field of child services, or who contemplate seeking such work, with a flexible and convenient way of obtaining self-enhancement, further education, and professional development. The program offers training in the competencies specified by the National Child Development Associate (CDA) and provides an opportunity to gain recognition as an early childhood specialist. Some courses are available in the Harrisburg area; others are available through Independent Learning. For more information, call Charlotte Spector or Evelyn McClay, adult counselors, at (717) 948-6505.

AMERICAN RED CROSS CHILD CARE COURSE • Credit Program

INTRODUCTION

The American Red Cross developed the Child Care Course to train caregivers in health, safety, and child development. By increasing and enhancing caregivers' skills, knowledge, and enthusiasm—and, as importantly, their pride in their profession—the Red Cross intends to improve the quality of child care nationwide. The course was developed with technical assistance from child care experts and was produced in cooperation with the American Academy of Pediatrics. ***This is the first and only curriculum offered nationwide for standardized caregiver training.***

This comprehensive course covers seven important training areas and condenses a wealth of information into simple, easy-to-learn concepts. The topics include:

- Preventing childhood injuries in all settings where children live and play
- First aid for infants and children, with an added emphasis on learning how to get emergency help and dealing with the children who have witnessed an injury
- Caring for ill children and learning how to recognize symptoms of childhood diseases and to plan for illness
- Preventing infectious diseases by following basic sanitizing and cleaning procedures and by handling foods safely
- The ages and stages of a child's development from birth to age 5 in order to provide age-appropriate activities and guidance
- Recognizing and reporting child abuse
- Communicating with children in ways that promote discipline and the development of a child's self-esteem and with parents in ways that increase a parent's understanding of the child

FACULTY

Julie Notarangelo is the instructor for this course. She earned a bachelor's degree in health and physical education with a minor in health science. She has been with the American Red Cross for the last three years as a health and safety specialist. Ms. Notarangelo is a certified instructor trainer in the American Red Cross Child Care Course. She has been working closely with the American Academy of Pediatrics and Penn State to provide the child care course throughout Pennsylvania.

THE COURSE

The course (EDUC 497—2 credits) consists of seven units:

Preventing Childhood Injuries

Preventing Infectious Disease

Infant and Child First Aid

Caring for Ill Children

Communicating with Children and Parents

Learning About Child Development

Recognizing and Reporting Child Abuse

CERTIFICATE PROGRAM FOR CHILD CARE CENTER PERSONNEL • Credit Program

ABOUT THE CERTIFICATE PROGRAM

The Certificate Program for Child Care Center Personnel is designed to provide a progressive educational experience leading to a formal Penn State certificate. Each workshop is designed to be self-contained, so participants may elect to attend individual workshops that meet their particular needs and schedules. Since class size is limited, preference will be given to those who register for the entire program. Participants learn through hands-on experiences that can be transferred to daily interactions with children, parents, and co-workers. The program features discussions, group activities, and guest speakers.

FOR WHOM

The program is designed for early-childhood aides and entry-level professionals who work in early childhood/child care center settings. It is also intended for those who are considering a career in early childhood. Individual workshops may help the more experienced child care professionals to refresh their skills, learn the latest information, or exchange tips of the profession.

FACULTY

Lynne P. Wells, the principal instructor in this program, has more than ten years of experience in child care. She has been a teacher's aide, preschool teacher, and director of a private preschool child care center. Ms. Wells earned a bachelor's degree in elementary education with a minor in early childhood education from Penn State. She is currently working as a senior research assistant at Penn State Harrisburg and is pursuing her master of education degree in training and development. She is an active member of the Capital Area association of the National Association for the Education of Young Children.

CERTIFICATE OF COMPLETION

Participants who attend the entire program and present proof of a current infant and child CPR certification will receive a Penn State certificate verifying the 4.2 Continuing Education Units earned.

WORKSHOP TOPICS

Workshop 1	**Introduction to Child Care**
Workshop 2	**Creating a Safe and Comfortable Environment for Playing, Learning, and Working**
Workshop 3	**Getting to Know the Children in Your Care**
Workshop 4	**Developmentally Appropriate Practice and Daily Activities**
Workshop 5	**Understanding and Enjoying the Children in Your Care**
Workshop 6	**Becoming More Professional**

COURSE SCHEDULE

For a course schedule and registration information, contact Continuing Education at (717) 948-6505.

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Certificate Program for Home-Based Child Care Providers

Workshop Program

BACKGROUND

Home-based child care is an increasingly recognized form of child care that supports the family by offering a homelike environment with a small group of children and a professional caregiver. It supports parents by being available at odd hours and by promoting total development of the child.

To succeed in the roles and duties of home-based child care, the caregiver needs to be flexible, informed, and professional.

ABOUT THE CERTIFICATE PROGRAM

This certificate program is designed to help the home-based child care provider, by presenting information and resources that can be used in daily duties and activities. It will touch on the many issues relevant to the day-to-day functioning of your home-based child care program. Topics range from health, safety, nutrition, child development, and discipline to communicating with parents and being a professional.

WHO SHOULD ATTEND

This certificate program is designed for home-based child care providers (those who care for one or more nonrelated children in a family residence). The program also is beneficial to persons interested in becoming home-based child care providers.

SCHEDULE

To accommodate the heavy scheduling demands of home-based child care providers, this program is scheduled on Saturdays. It consists of 14 mini-workshops, each about 3 hours long.

FACULTY

Linda M. Bentz is the principal instructor in this program. Ms. Bentz has been a home-based day care provider for more than five years. She completed the Penn State Certificate Program for Home-Based Child Care Providers as well as Penn State's Early Childhood Education Certificate Program for Child Care Professionals. Ms. Bentz has earned a Child Development Associate (CDA) in Family Day Care credential. She is a member of the National Association for the Education of Young Children, the Lebanon Valley Association for the Education of Young Children, and the National Association for Family Day Care.

Guest speakers will be used throughout the program.

CERTIFICATE OF COMPLETION

Participants who attend the entire 14-workshop program and present proof of current infant and child CPR certification will receive a Penn State certificate verifying the 4.2 Continuing Education Units earned.

GOVERNMENT TRAINING DOLLARS AVAILABLE

The Pennsylvania Department of Public Welfare has continued its funding of the Family Day Care Provider (FDCP) Training Cost Reimbursement Program. That means that Pennsylvania registered family day care providers can be reimbursed up to $175 for attending all or parts of Penn State's Certificate Program for Home-Based Child Care Providers.

If you would like additional information about this reimbursement program, or if you need an application for Training Cost Reimbursement call:

THE PROVIDER
Keystone University Research Corp.
1-800-662-2422

Please take advantage of the 1991–92 government training dollars set aside especially for home-based family day care providers.

WORKSHOP TOPICS

Workshop 1	**Introduction to Home-Based Child Care**
Workshop 2	**You Are a Professional**
Workshop 3	**You Are a Business**
Workshop 4	**Creating a Safe, Comfortable and Stimulating Environment**
Workshop 5	**Nutrition**
Workshop 6	**Health**
Workshop 7	**Observing Development of the Young Child**
Workshop 8	**Building Self-Esteem and Self-Confidence**
Workshop 9	**Development Approach to Managing the Children in Your Care**
Workshop 10	**Planning Your Day**
Workshop 11	**Positive Play Experiences**
Workshop 12	**Communicating with Children I**
Workshop 13	**Communicating with Children II**
Workshop 14	**Resources and Professional Growth**

COURSE SCHEDULE
For a schedule of workshops and registration information, contact Continuing Education at (717) 948-6505.

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CERTIFICATE PROGRAM FOR SCHOOL-AGE CHILD CARE PERSONNEL

Workshop Program

OVERVIEW

This certificate program is designed to supply the care provider of school-age children with information and resources that can be used in daily duties and activities. Emphasis will be placed on the basic concepts of development of the child from 6–12 years of age and the implementation of basic age-appropriate activities in order to promote optimum development of the child.

WHO SHOULD ATTEND

The program is designed for home- or center-based care providers for school-age children and extended day program staff in public schools or recreation centers. The completed certificate program will qualify as partial fulfillment of the assistant group supervisor requirements of the Department of Public Welfare Regulations.

CERTIFICATE OF COMPLETION

Certificates and 3 CEUs will be awarded to participants upon completion of pre-certificate site requirements, all three workshops, and at least four individual worksite training modules.

WORKSHOP TOPICS

Developmentally Appropriate Practices For School Age Group Care

The basic concepts of the development of the child from 6-14 years of age will be covered, including the parameters of both normal and exceptional development pattern upon growth and behavior. The planning and implementation of basic age-appropriate activities in order to promote optimum development of the child in the extended day setting will be examined.

Positive Guidance Through Planned Creative Activities

An introduction to the concepts and techniques needed when interacting with children in school-age child care will be covered. Emphasis will be placed on ways that program staff can help children develop skills relevant to self-esteem, positive attitudes toward authority figures and meaningful relationships with adults and peers.

Creative activities that promote cooperative relationships will be explored through arts, crafts, and science activities; music, movement and creative dramatics; and literature, sports and games.

Communication Skills

This workshop focuses on communication and on developing positive relationships among staff, children, parents and the community. Effective communication skills that can be adapted to deal with recurring problems and concerns will be demonstrated.

WORKSITE SUPERVISORS

In addition to the three workshops, each certificate candidate will work with a site supervisor from their center. The worksite supervisor will:

- ☐ Verify the pre-certificate requirements (first-aid training of 2 hours or more, child abuse/neglect information, and orientation to program practices and policies and regulations as identified by the center's program administrator)
- ☐ Supervise the worksite modules. Additional information about the modules will be distributed at the first workshop.

Home-based SACC providers, or others who cannot identify a site supervisor should indicate this on the registration form. Mary Jane Hostetter, the certificate program's academic and worksite activities adviser will contact you prior to the first workshop.

The site supervisors attend a 2-½ hour mini-workshop that is held the morning of the first workshop session. Site supervisors will receive documentation of the instruction and a stipend to help defer travel/administrative costs.

SCHOLARSHIPS

Partial funding for SACC Agency Personnel is available from the Central Region SACC Project/CIU #10. Persons interested in seeking this financial aid should contact CIU-SACC at 1-800-628-6978.

Registered PA Family Day Care Home Providers are eligible for funding reimbursement through the Home-Based Child Care Training Refund Program. Interested persons should call and request information and an application for Training Cost Reimbursement from the PROVIDER, Keystone University Research Corporation at 1-800-662-2422.

For additional information about registration and program logistics, contact the Continuing Education office at Penn State Harrisburg at (717) 948-6505 or 1-800-346-0319.

For additional information about the program content, the worksite supervisor, or worksite modules, please contact: Mary Jane Hostetter, EACC Kids Center, Elizabethtown, PA 17022; (717) 367-0119.

COURSE SCHEDULE

For a schedule of workshops and registration information, contact Continuing Education at (717) 948-6505.

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